### Learning Focus
- Solve word problems.
- Partition 2-digit numbers.
- Choose a way to add 2-digit numbers.
- Measure capacity.

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</table>
| **Main focus:** Solve addition and subtraction number problems. | Mental/Oral starter activity (10 mins.)
- Counting
  - Counting in 4s. Can children spot a pattern? Can they link this to a times table?
  - Main teaching input/discussion (15 mins.)
  - Explain that today children are learning how to solve word problems. This is chance for children to show off their maths knowledge. Look at the word problem in the learning reminders. What are they important words here? Discuss strategies children can use to work the word problems out. | Activity including fluency, reasoning and problem solving skills - Differentiation by outcome (30 mins.)
  - Please do not feel that you need to print the sheets out. All of the questions can be answered on paper.
  - Tackle the questions on the Practice Sheet.
  - There might be a choice of either Mild (easier) or Hot (harder)! Have a go at these independently.
  - Check the answers. Finding it tricky? That's OK... have a go with a grown-up at A Bit Stuck? Have I mastered the topic?
  - A few questions to Check your understanding.
  - Fold the page to hide the answers! | Children can:
- Solve word problems.
- How much
  - Assessment and Evaluation:
- Can you find the important... |
**Learning Focus** = Solve word problems. Partition 2-digit numbers. Choose a way to add 2-digit numbers. Measure capacity.

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<td>questions can be answered on paper.</td>
<td>Identify an appropriate operation (addition/subtraction) needed to solve a word problem. Farmer Pete collected 54 eggs. Unfortunately, he dropped his basket and 23 eggs broke. How many eggs does he have left to sell? We can use this bar model to show the problem... 54 23 ?</td>
<td>Plenary/problem to solve - Last 5 minutes of lesson Make a list of strategies you used to solve the number problems. Which did you find easiest/trickiest? Why? How could you improve? TRAFFIC LIGHT SELF ASSESSMENT &amp; REASON!</td>
<td>parts of the word problem? (Ursula Understands) What whys can you use to solve these problems? (Adam the Applier) Which problems do you find easier? Addition? Subtraction? Why? (Evan the Evaluator)</td>
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<td>Identify an appropriate operation (addition/subtraction) needed to solve a word problem. Let's use Spider and Fly 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30 31 32 33 34 35 36 37 38 39 40 41 42 43 44 45 46 47 48 49 50 51 52 53 54 55 56 57 58 59 60 61 62 63 64 65 66 67 68 69 70 71 72 73 74 75 76 77 78 79 80 81 82 83 84 85 86 87 88 89 90 91 92 93 94 95 96 97 98 99 100</td>
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<td>Identify an appropriate operation (addition/subtraction) needed to solve a word problem. Let's read some more word problems: Gabby had 24 birthday cards. She had her party the day after her birthday and received another 12! How many does she now have altogether? This one needs addition. Olivia baked 15 cupcakes for the class bake sale. She was very sad because she burnt 14. How many did she have left to sell? This one needs subtraction.</td>
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<td><strong>Main focus:</strong></td>
<td>Mental/Oral starter activity (10 mins.)</td>
<td>Activity including fluency, reasoning and problem solving skills - Differentiation by outcome (35 mins.)</td>
<td>Children can:</td>
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<tr>
<td>Add 2-digit numbers by partitioning.</td>
<td>Find the missing number</td>
<td>Please do not feel that you need to print the sheets out. All of the questions can be answered on paper.</td>
<td>Add 2-digit numbers by partitioning.</td>
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<td>Resources:</td>
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<td>Tackle the questions on the Practice Sheet.</td>
<td>Assessment and Evaluation:</td>
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<td>Worksheets/ a piece of paper and pencil. Please do not feel that you need to print the sheets out. All of the questions can be answered on</td>
<td></td>
<td>There might be a choice of either Mild (easier) or Hot (harder)!</td>
<td>Can you recognize the tens and ones numbers in</td>
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<tr>
<td><strong>Main teaching input/discussion (10 mins.)</strong></td>
<td>Explain to children that today we are recappping partitioning 2-digit numbers into 10s and 1s. Take time to go through the learning reminders step by step.</td>
<td>Check the answers.</td>
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<td>Finding it tricky?</td>
<td>A Bit Stuck?</td>
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<td>That's OK... have a go with a grown-up at</td>
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<td>Have I mastered the topic? A few questions to</td>
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<td>Check your understanding.</td>
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<td>Fold the page to hide the answers!</td>
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Tuesday 30th June

- **2 X ____ = 10**
- **5 X ____ = 30**
- **10 X ____ = 100**
- **4 X ____ = 20**
**Maths - Year 2: Summer 2 - 29/06/20** Learning Focus = Solve word problems. Partition 2-digit numbers. Choose a way to add 2-digit numbers. Measure capacity.

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<td><strong>纸</strong></td>
<td><strong>Add pairs of 2-digit numbers by partitioning.</strong>&lt;br&gt;When we learnt to double numbers like 34, we used partitioning. Could we use this method to add 34 and 23?</td>
<td><strong>Plenary/problem to solve - Last 5 minutes of lesson</strong>&lt;br&gt;Mary is partitioning numbers she says that 23 + 44 can be partitioned as 20 + 40 + 2 + 4.&lt;br&gt;<strong>TRAFFIC LIGHT SELF ASSESSMENT &amp; REASON!</strong>&lt;br&gt;Can you explain why partitioning makes these number facts easier to work out? (Evan the Evaluator)&lt;br&gt;(Rosie Remembers)</td>
<td>2-digit numbers?</td>
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<tr>
<td><strong>纸</strong></td>
<td><strong>Add pairs of 2-digit numbers by partitioning.</strong>&lt;br&gt;Let's try 46 + 25.&lt;br&gt;What shall we do first?</td>
<td><strong>Add the 60 and 10, then the 1.</strong>&lt;br&gt;We can record that as: <strong>46 + 25 = 40 + 20 + 6 + 5</strong> 60 + 11 = 70 + 1 = 71</td>
<td>2-digit numbers?</td>
</tr>
<tr>
<td><strong>纸</strong></td>
<td><strong>Add pairs of 2-digit numbers by partitioning.</strong>&lt;br&gt;What shall we do first?</td>
<td><strong>We can record that as:</strong> <strong>34 + 23 = 30 + 20 + 4 + 3</strong> 50 + 7 = 57</td>
<td>2-digit numbers?</td>
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<td><strong>纸</strong></td>
<td><strong>Add pairs of 2-digit numbers by partitioning.</strong>&lt;br&gt;What shall we do next?</td>
<td><strong>16</strong></td>
<td>2-digit numbers?</td>
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<td><strong>纸</strong></td>
<td><strong>Add pairs of 2-digit numbers by partitioning.</strong>&lt;br&gt;What shall we do next?</td>
<td><strong>70</strong></td>
<td>2-digit numbers?</td>
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<td><strong>纸</strong></td>
<td><strong>Add pairs of 2-digit numbers by partitioning.</strong>&lt;br&gt;What shall we do next?</td>
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<td>2-digit numbers?</td>
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<td><strong>Main focus:</strong></td>
<td>Decide how to add 2-digit numbers.</td>
<td><strong>Mental/Oral starter activity (10 mins.)</strong>&lt;br&gt;<strong>Magic number 50</strong>&lt;br&gt;How many different ways can children find to make 50? They can include addition, subtraction, multiplication, division, doubling and halving.&lt;br&gt;<strong>Teaching input/discussion (10 mins.)</strong>&lt;br&gt;Today children will be adding 2-digit numbers and choosing a strategy to do this. Can children name different ways they can add? Today we are focussing on partitioning and counting on. Recap the learning reminders below.</td>
<td>Activity including fluency, reasoning and problem solving skills - Differentiation by outcome (35 mins.)&lt;br&gt;Please do not feel that you need to print the sheets out. All of the questions can be answered on paper.&lt;br&gt;Tackle the questions on the Practice Sheet.&lt;br&gt;There might be a choice of either Mild (easier) or Hot (harder)!&lt;br&gt;Check the answers.&lt;br&gt;Finding it tricky?&lt;br&gt;That’s OK… have a go with a grown-up at A Bit Stuck?&lt;br&gt;Have I mastered the topic? A few questions to Check your understanding.&lt;br&gt;Fold the page to hide the answers!</td>
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**Wednesday 1st July**

**Resources:**
- Worksheets/ a piece of paper and pencil

Please do not feel that you need to print the sheets out. All of the questions can
## Objectives

- Solve word problems
- Partition 2-digit numbers
- Choose a way to add 2-digit numbers
- Measure capacity

## Introduction/Discussion

**Add pairs of 2-digit numbers by partitioning or counting on.**

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- We can also add 65 and 24 by counting on in 10s and 1s on a number line.
- We mark 65 then jump 20 to 85.
- Then a hop of 4 to 89.
- There is no one ‘right’ way to do this. Which strategy do you prefer?

**Add pairs of 2-digit numbers by partitioning or counting on.**

- Make 65 and 24 using place value cards then use partitioning to add them together.
- Partition each number.
- Re-order the numbers.
- Add the 10s then the 1s.
- Re-combine the numbers.

### Example:

\[
\begin{align*}
60 + 20 & = 80 \\
5 + 4 & = 9
\end{align*}
\]

Remember we record that as:

\[
65 + 24 = 60 + 20 + 5 + 4 = 80 + 9 = 89
\]

## Independent group activities

**Plenary/ problem solving - Last 5 minutes of lesson**

Have a go at the challenge.

*Challenge*

- Super 7s: Make up some additions of your own, with just one rule: there must be at least one 7 in the answer!

**TRAFFIC LIGHT SELF ASSESSMENT & REASON!**

- **Ursula Understands**
  - Can you explain how to add by counting on?
- **Evan the Evaluator**
  - Which way do you prefer? Why?

## Outcomes

- numbers?
- Can you explain how to add by counting on?
- Which way do you prefer? Why?
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<td><strong>Main focus:</strong> Measure capacity.</td>
<td>Mental/Oral starter activity (10 mins.) <strong>Odd and Even Numbers</strong> Sort the following numbers into odd and even. How do you know? 40 65 78 99 104 32 2 13 31 67 88 71 Teaching input/discussion 10 mins.) Go straight into the practical activity in the resources.</td>
<td>Activity including fluency, reasoning and problem solving skills - Differentiation by outcome (35 mins.) Please do not feel that you need to print the sheets out. All of the questions can be answered on paper. Tackle the questions on the Practice Sheet. There might be a choice of either Mild (easier) or Hot (harder)! Check the answers. Finding it tricky? That’s OK… have a go with a grown-up at A Bit Stuck? Have I mastered the topic? A few questions to Check your understanding. Fold the page to hide the answers!</td>
<td>Children can: Measure capacity. <strong>Assessment and Evaluation:</strong> Can you use the instructions to conduct your investigation? (Ursula Understands) Can you identify which holds more/less? (Evan the Evaluator)</td>
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Thursday 2nd July

**TRAFFIC LIGHT SELF ASSESSMENT & REASON!**

Can you design your own cone that holds exactly 3 egg cups?
### Objectives

**Main focus:**
- Measure time in seconds.

**Resources:**
- Worksheets/a piece of paper and pencil.
  
  Please do not feel that you need to print the sheets out. All of the questions can be answered on paper.

### Introduction/Discussion

**Mental/Oral starter activity (10 mins.)**

**Guess My Number**
Give children clues about a number and ask the children to guess your number. You could give them clues that include odd/even numbers, in a times table, a certain tens/ones number etc. After a few times ask the children to have a number for you to guess and create clues.

**Main teaching input/discussion (10 mins.)**
Go straight into the practical activity in the resources.

### Independent group activities

Activity including fluency, reasoning and problem solving skills - Differentiation by outcome (35 mins.)

Please do not feel that you need to print the sheets out. All of the questions can be answered on paper.

Tackle the questions on the Practice Sheet.

There might be a choice of either Mild (easier) or Hot (harder).

Check the answers.

Finding it tricky?

That's OK... have a go with a grown-up at A Bit Stuck?

Have I mastered the topic? Have a go at the investigation.

### Outcomes

- **Children can:**
  - Measure time in seconds.
  - **Assessment and Evaluation:** Can you explain what a second is? (Ursula Understands)
  - What is a second the same as? (Ursula Understands)
  - How did you answers compare to a partner? (Evan the Evaluator)

### Plenary/problem solving - Last 5 minutes of lesson

Compare answers with a partner.

**TRAFFIC LIGHT SELF ASSESSMENT & REASON!**
Maths – Year 2: Summer 2 – 29/06/20 Learning Focus = Solve word problems. Partition 2-digit numbers. Choose a way to add 2-digit numbers. Measure capacity.

Additional learning resources parents may wish to engage with for this maths learning focus...
https://www.bbc.co.uk/bitesize/topics/zt9k7ty/articles/zp8crdm All about capacity BBC Bitesize video
https://www.bbc.co.uk/bitesize/articles/zfvdt39 Partitioning numbers guide BBC Bitesize

Please continue to complete your DoodleMaths and DoodleTables regularly.